

SPORT AND VIOLENCE

A Critical Examination of Sport

2nd Edition



Thomas J. Orr • Lynn M. Jamieson



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Dedication

“To produce a mighty book, you must choose a mighty theme.
No great and enduring volume can ever be written on the flea,
though many there be that have tried it.”

Herman Melville, my ancestor and author of the classic novel *Moby Dick*, has passed this advice forward to myself and the world in this quote. The dynamics of the sports environment have proven to be a very worthy topic and have provided a rich amount of material that investigates the actions, thoughts, and behaviors of people as they navigate their way through a social environment that we have come to know as sport.

By avoiding the study of fleas, I have instead had to navigate the deep blue waters of research into finding the causes, roots, and solutions to a social problem that has become figuratively as large as the mythical *Moby Dick* that my great-great uncle was in search of.

Thomas Orr

Living among some of the greatest relatives I could ever hope to have, I wish to thank my family for being the supportive and active people they have been all my life. An early bout of polio could have ended much of my sports involvement for life if it hadn't been for my mother and father, and extended family who would not allow that to become a disabling condition. On all sides of my family are those who have ventured into the dangerous and intoxicating world of sport—through dedication to helping children, to their own personal accomplishments. Because of them, I learned to play baseball in the streets, to swim in the lakes, and to fish in the ocean, and developed a dedication to recreational sports.

Lynn Jamieson

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Foreword

It is not often that one is inspired to write a book that reads like a novel but is fully based on truth. Many of the examples are shocking and would not be believable or considered realistic if this were a work of fiction. This book is inspired by a growing concern about real experiences we observed including when a 7-year-old child was viewed being kicked by his father on a flag football field, when an adult touch football player decked an official, when postgame rioters damaged a city's football field, when a volunteer coach shouted a racist epithet at a 5-year-old baseball player, when parents bribed a coach to play their child over another, when an irate teammate damaged a fellow hockey player's car, when a hazing initiation rite for a boy's soccer team involved placing a choke collar on a freshman player and running him through an electrified invisible fence, when a high school athletic director claimed there were no written policies on hiring and supervision of their coaches, and when parents of an under 12 girls fastpitch team barricaded officials in a room after a hotly contested national game. This listing, while only a small subset of the full range of observations, represents a cadre of ongoing interactions that are similar to what is happening in every sector of sport around the world.

The inspiration grew when it was realized that children were playing games that mimicked professional teams, that parents became agents for their children, that children were being exploited by organizations, that children were younger and younger when starting sophisticated sports, that injuries were rising in younger players, that reports of abusive behaviors on the part of adult role models were becoming criminal, that children were quitting involvement because it wasn't "fun" anymore, and that a majority of states developed anti-hazing and anti-sport violence laws. It became evident that something needed to be done to counteract the continual problems arising in all phases of the sports experience. Indeed, it was time to provide facts and solutions to an increasingly pervasive social problem. In addition, it was becoming evident that regardless of the number of organizations that held regulatory influence over sport, violent acts were becoming more a part of mainstream experience regardless of age, gender, ability, race, ethnicity, religion, and other differentiating factors.

This inspiration, now completed, has laid the foundation for a second edition of the text. After a decade of progress in some areas and setbacks in others, it is time for a follow-up examination. We will again examine the social phenomena of sport violence from theoretical and realistic perspectives. Our advocacy continues to be a call to end sport violence around the world through improvements in coordination of programs, through collaboration of regulatory agencies and organizations, and through the development of local, regional, state or provincial, and national policies that return the sports experience and its ultimate enjoyment back to players in all categories of play. It is realized that the key responsibility for improvement rests with public and private sector cooperation at all levels to improve oversight and leadership of programs that occur on community property. Further, it is important to continually encourage large-scale national organizations to continue their individual efforts to provide positive athlete

role modeling and mentorship that give players an opportunity to emulate the positive features of sport. Finally, national entities are encouraged to unite and provide guidance and incentives to end the cycle of violence that threatens to erode important experiences in active living and sports involvement.

We hope that this book, written from experience and from the heart, will serve as an inspiration to others as they focus on organizational leadership, training and education of sport specialists, oversight of sports volunteers, support for positive outcomes for players and participants, and ultimate enjoyment of skill development, spectatorship, and FUN.

Thomas J. Orr, PhD, and Lynn M. Jamieson, ReD, Professor Emerita

Preface and Acknowledgments

The development of this text was conceived as a critical analysis of a social issue that is plaguing the enjoyable pursuit of sport for its own sake. Research involved years of collection of research articles, analysis of cases, exploration of sports structure, experience, and finally concern. It is a major thesis of this text that those who professionally prepare to enter into the sports world, whether as an administrator, coach, player, adult role model, official, teacher, volunteer, fan, investor, or other interested party, should be familiar with the problems that occur in the sports environment.

Our research has shown that most problems surrounding the sports environment, while endemic to societal issues, are avoidable for the most part. In most cases, and upon further analysis, improved sports programming and facility administration can greatly reduce the incidence of violence. With this in mind, this text is unique in that it provides an approach that allows for critical analysis and development of solutions. This is accomplished in several ways.

Each chapter contains not only textual content but also actual sports experiences called Sports Stories and Feel-Good Stories. Through these stories, the reader may experience triumphs and challenges in relation to the content being explained. Each chapter also covers much background information that can be further researched. Tables contain information that provides a resource that may be helpful in establishing a sound organizational structure around sport. The initial portion of the text contains an analysis of the key problems associated with sport and violence, its history, and its status. Later chapters more thoroughly represent societal factors and issues, and the final portion of the text discusses solutions and approaches that may provide a springboard for change.

This book differs from many texts that explore sport and leisure in that it is a critique that contains a call to change. The content of each chapter represents a global view of issues, not just issues apparent in one country. The book also provides real experiences so that the reader is armed with facts and intention to make change. The audience for the book can include upper division students and also graduate students desiring in-depth study of a topic. This book can also assist an administrator to organize a safer and more civil sports experience.

Of course, an undertaking such as this text could not have been successful without help from many people. Many family members provided Sports Stories, since we all come from families immersed in all levels of sport. Also, special thanks to family members who provided support to us during our efforts to complete the deadlines and collect the information. Each of us has special thanks as noted below.

From Tom Orr: I would like to thank my family for their support and love throughout my lifetime. I would like to thank my wife, Matty, and my children, Lyndon, Jocelyn, Ellen Annette, Juliette, and baby Brekken Ruth Orr, for the joy they have given me while I wrote this book. Finding balance in my own work and life commitments while writing this book has been a practical reminder of the difficult tasks and choices of priorities in

a complex world full of individual and social obligations. Hopefully our perspective as “Doctors of Leisure” will allow others to find a better way to approach their own recreation and leisure pursuits so that all of us can find a remedy to our problems and not just another stage to display our inability to get along with each other in life and, sadly, while we “play.”

From Lynn Jamieson: Thanks to my family—Steve, my husband, whose nine high school letters and abilities never cease to amaze me. To Byron and Ben who have experienced firsthand the crazy world of sports from bullying and hazing to parental pressure and ultimately violence. This book has been a quest—for the development of better policies to live by that ensure a safer environment for future sports enthusiasts. Thanks for all your support.

From Rasul Mowatt: To my family, mentors, and friends who stood by me throughout the ordeal of research on leisure-related violence. To Akins Adolfo Timothy Butler, Amili Cheo Rhodes, Anthony Martin Neal, Betty Shabazz, El Hajj Malik El Shabazz Omowale Malcolm X, Fundisha Kummba Pinkington, Kevin L.S. Andrew Moore, LaQuentin Hughes, Maria (Briana), Nailah Franklin, Martin Luther King Jr., Patrice Lummumba, the numerous victims of lynching, and so many others who touched my life yet met their violent end at the hands of another.

CHAPTER

1

Our Violent Society: Nationally and Globally

“A sense of identity can be a source not merely of pride and joy, but also of strength and confidence. It is not surprising that the idea of identity receives such widespread admiration, from popular advocacy of loving your neighbor to high theories of social capital and of communitarian self-definition. And yet identity can also kill—and kill with abandon. A strong—and exclusive—sense of belonging to one group can in many cases carry with it the perception of distance and divergence from other groups.”

(Sen, 2006, pp. 1–2)

While approaching the phenomenon of violence in sport, we need to consider that sport is merely a reflection of society, one lens by which we define what that society stands for and creates as an image for itself. In examining the topics we have chosen to share in this book, we examine how societies reflect their identity to the world. That is to say that sport is one of the ways a nation introduces itself and its citizens. It is a positive reflection, for the most part, but the phenomena that surround the violent aspects of sport reveal a great deal of the underbelly of a society’s character and, herein, reflect

on all of those who participate either directly or indirectly in the sports experience. All individuals can be affected by what happens in the sports environment whether they directly engage in the sport, view the sport, or remain aloof to any participation whatsoever. This is due to the maximum visibility of sport in media and imagination. In this book, we examine the epidemic of sport violence to provide an understanding of the many ways it permeates the sports participation continuum, provides the backdrop for much criminal activity, and in the end, leaves a path of disappointment and frustration. This chapter introduces the meaning of sport violence, the nature of its origins, and the backdrop from which it develops. Subsequent chapters go into greater depth about the historical roots of, causal factors in, sociological factors in, roles in, and solutions to sport violence.

What Is Sport Violence?

In the United States, but certainly not restricted to this setting, the concern for increased incidences of altercations, criminal activity, and even death during and around sports venues has been well documented. Violent episodes between players, spectators, revelers, and officials within and outside the contest have raised the specter of curiosity and questions of why these incidents occur and what can be done to prevent them. In addition, the events have resulted in increasingly strict actions that provide remedy through the courts, incarceration, and other means that treat these as criminal acts. One of the most publicized events in the United States in recent years was the pummeling death of a father of a recreational hockey player, and this report galvanized people to begin investigating root causes. The phenomenon of sport violence is not restricted to the highest levels of competition but seems to permeate all levels of sports participation along the continuum from start to top accomplishment. In addition, incidents of sport violence have been occurring around the world in many cultures and in many forms. The intent of this book is to articulate a perspective toward sport violence that helps the reader not only to understand ways to avoid violence personally but also to provide solutions from an organizational standpoint. It is also the major premise in this book that sport violence episodic behaviors have their roots in the home and organizational structure surrounding sport, and as such, solutions must begin in those two venues.

As a backdrop, school violence has caught the attention of many administrators who cannot understand why a young person would go to such great lengths to make a statement about issues that are revealed after the individual has been incarcerated or are pieced together after the individual has died. *Time* magazine (Chalmers, 2009) shared the backgrounds of several young students who had either successfully or unsuccessfully planned killing strategies—stimulated by the most notable of which was a commando-style raid by two students on Columbine High School in 1999 that ended in the death of several fellow students and the perpetrators themselves. Fortunately, most of the efforts were foiled by advanced surveillance; however, those that were carried out were studied more fully. Andy Williams killed two fellow students in Santee and wounded 13, and it was revealed that these and other individuals had bullied him mer-

cilessly. The article pointed to lack of adult supervision by two parents and even being dared by friends to “pull a Columbine.”

In many of the situations that caused this and similar debacles, these students were unhappy, and studies began that revealed methods to create a safer school environment. Notwithstanding, the background of frustration and violence provides an intricate tapestry with which sport violence may be better understood—in that many incidents of school violence occur due to frustration, deep unhappiness, and neglect. According to Chalmers (2009), understanding students better could alleviate even the most difficult of situations.

“Violence has always been a fact of human existence, in every civilization” (Spinrad, 1987, p. 240). It is the way violence is addressed that differs—for example, many sports activities within the playing setting are acts of controlled violence and are acceptable; however, if these same acts occurred on the street, they would be considered criminal, and at the very least, deviant, behavior. Molina (2010) referred to the prevalence of violence in culture and the notion that its continuous existence may cause youth to become hardened to the consequences of violent acts. The dilemma has been, what constitutes acceptable behavior and what constitutes violence that should be viewed as unacceptable, or criminal, behavior? In this text, we attempt to differentiate these and provide approaches to mitigate behaviors that are deemed criminal, either in intent or as a result of accident.

From ancient times to the present, “violence has always been a fact of human condition, in every civilization” (Spinrad & Spinrad, 1979, p. 241). The fact of its existence reflects in all societies actions that require control and consequence. All contexts in which people engage can result in some form of violence per se or violence leading to criminal activity; however, the level of violent acts in and around the sports environment appears to dominate attention from sports organizations, the media, and governing bodies. The outcome of sports involvement can occur from anger on fields and courts and other venues, and it can also occur in parks, recreation centers, pubs or bars, schools, homes, streets, and almost anywhere conflicts exist. The conflicts viewed through print, broadcast, and social media play out in the playgrounds and backyards of sports fans to such an extent that many believe that this behavior is needed for a person to become great at sport. As such, sport violence is a social issue with great ramifications, and it needs to be viewed through a social lens for the issues to be understood and the conflicts mitigated.

Definitions

But first we explore working definitions and premises for this text to explain the complexity of this phenomenon and the degree to which the solutions made necessary by these unfortunate acts can be addressed. For purpose of definition, we offer the following background definitions to culminate in a workable definition of sport violence that allows for a framework for understanding the phenomenon of sport violence in society today.

We start with the term *sport* and then continue on to *violence*, as well as combine the terms together to form this approach to understanding the nature of this phenomenon. Definitions of sport vary but have included the following:

1. *Sport*: “An activity, experience, or business enterprise focused on fitness, recreation, athletics, or leisure” (Pitts, Fielding, & Miller, 1994, p. 15).
2. *Sports management*: “The total process of structuring the business or organizational aspects of sport” (Mull, Bayless, Ross, & Jamieson, 1997, p. 7).
3. *Recreational sport*: “Playing cooperative or competitive activity in the game form” (Mull, Bayless, & Jamieson, 2005, p. 7).
4. *Athletic sport*: Located within the recreational sports continuum as it pertains to the entire sports experience of athletes and spectators, defined as “directing individuals toward a margin of excellence in performance that can be identified as wanting and needing to win” (Mull, Bayless, & Jamieson, 2005, p. 10).
5. *Professional sport*: “A system where the very best are brought together to participate at the highest level” (Mull et al., 2005, p. 10).

Violence, according to Spinrad (1987), is “use of physical force to destroy or coerce; conflict; brawn over brain; disorder” (p. 238). When we combine the terms *sport* and *violence* together, we have the following:

- Contact or noncontact behavior which causes harm.
- Occurs outside of the rules.
- Unrelated to the competitive objectives.
- Use of excessive physical force causing harm or destruction (Coakley, 2001).

Contemporary researchers have provided definitions of sport violence and these definitions have evolved over time to include broader incidents and expanded concepts. The pervasiveness of violence in sport can be viewed from the following definitions.

More recently, Young (2012) referred to a broader term, *sport-related violence*, as

1. Direct acts of physical violence confined within or outside the rules of the game that result in injury to persons, animals or potentially harmful.
2. Harmful or potentially harmful acts conducted in the context of sport that threaten or produce injury or that violate human justices and civil liberties.

The evolution of these definitions gives way to a wider range of settings in which sport-related violence can occur. As definitive aspects of sport violence have evolved, so have the contexts in which sport violence is experienced.

Smith (1983) developed a typology or model that defines the extent and the circumstances as brutal body contact borderline violence, quasi-criminal violence, and criminal violence. The escalation of offenses from those generally accepted to those that become criminal was developed because of research among players and their views of violent offenses and those acts that resulted in criminal action. Young (2012) noted the value of understanding that all people struggle with violent sports incidents, yet such incidents are “prized and protected within the subculture of sports” (p. 20).

We expand this definition for purposes of this book to include the following operational features:

Sport violence is any behavior that causes either physical or psychological injury related to either a direct or indirect result of a sports experience.

Therefore, our definition points to the diffusion of violent acts resulting from a person's direct or indirect involvement in sport. Sport violence, therefore, can occur in the home, school, or workplace; at recreational sites; at events; and in many other venues because of the sports contest or involvement in the sport itself. While we are aware of well-publicized violent events occurring during a sports contest, we have become more aware of the insidious nature of violence that occurs because of a sport.

Pervasive violence reported across the globe occurs not only at games or contests but also in the far-reaching areas where fans, players, officials, and others act and react within a community. By definition, violence can mean many things, as noted in an early definition by Spinrad and Spinrad (1979): "use of physical force to destroy or coerce; brawn over brain; disorder" (p. 237). With *sport* added as a descriptor to the term *violence*, Coakley (2017) expanded the concept to include contact or noncontact that causes harm, occurs outside the rules, is unrelated to competitive objectives, and may involve use of excessive force causing harm or destruction. With both the limited definition of Spinrad and the expanded definitions the aforementioned researchers, sport violence is any behavior that causes either physical or psychological injury related to either a direct or indirect result of a sport experience. This definition expands the effect of sport not only in direct competition but also in broader society and to places such as schools, community facilities, churches, recreational venues, arenas, events, and many other locations. For example, when a national soccer team wins a game and opposing groups of fans get into an altercation at a local pub, this constitutes sport violence as much as when opposing players fight on the field.

It is fitting that we also describe the nature of sport in terms of its delivery. To explain the complexity surrounding the role of sport at all levels, we discuss the many differences of sport delivery. For all descriptions and subsequent explanations of sports systems, we identify all cases as a loosely coupled, semiautonomous, autopoietic system. Separating the parts of this description may help us better explain this concept more completely:

1. *Loosely coupled*: This term comes from Hirschhorn (1994), who developed this concept for many organizations that have elements with high autonomy in which actions of one sector may have little relevance or effect on another sector.
2. *Semiautonomous*: "Partially self-governing" or "having the powers of self-government within a larger organization or structure" ("Semiautonomous," 2016).
3. *Autopoietic*: A systems theory that deals with the idea of self-organization or one that remains stable regardless of constant matter pouring through it (Luhman, 1995).

For example, with these concepts combined, sports delivery systems seem to consist of organizations that are loosely coupled, that in some way remain linked together even if they are semiautonomous in their delivery of service. The delivery itself is affected by many external influences such as the regulatory bodies within and outside of a specific sport, administrative structures that enter into public-private partnerships to use facilities, and the playing experience with its constraints and consequences. Even so,

the system remains somewhat self-contained and growth oriented. The challenges of the management of such a system require that the system be protected and that those who lead it be able to monitor and protect it from imploding during problems. These problems include issues of destabilization through budget cuts, leadership gaps, and controversy. Of course, the issue of sport violence is a continuous assault on sports delivery systems, and the manner of system protection is crucial to the continued stability of sports delivery. That said, the types and breadth of issues prevalent in sport violence continue to erode the ability to manage the system. In a loosely coupled system, one incident of sport violence reverberates throughout a much wider system of sports delivery, but it also affects community and society.

Those who engage in sport violence thereby consist of many types of individuals: player, coach, official, fan, volunteer, administrator, parent/guardian/family member, business associate, criminal, terrorist, policing authorities, and many other citizens who serve as role models or supporters of sport. Violent sports behaviors include not only direct contact with the potential to cause injury but also intimidation, bullying, and other forms of coercion that may have a negative psychological effect on others. Further, criminal acts such as cheating, bribing, gambling, and criminal behavior can erode the organizational structure supporting the sport and be categorized as violent. For example, the 2018 disclosures of sexual assault aimed at the team physician of USA Gymnastics led to the conviction of the team physician accused and found to be guilty in the sexual assault of over 100 female gymnasts. His conviction wreaked havoc to the sports organization and influenced many other similar organizations to reexamine how sports can be carried out in safe and supportive environments free from violence. To sum, if there is a relationship of the violent event to the sport activity, venue, or spillover from same, the act is considered sport violence. As such, sport violence is pervasive throughout society and reflects the nature of a nation. More specifically, the existence of sport violence is of concern due to the need for safe environments for sports participants and others who surround the sports environment.

The pervasiveness of sport violence is noteworthy in that a person does not have to be confined to a playing event to experience it, and professional and intercollegiate contests, media, and societal ills influence its occurrence. Children coming through a sports program in some sports and in some cultures learn at an early age about the intensity and frightening qualities of adult behavior, enough to cease participating at all. Administrators of facilities and areas in which sport occurs rely upon sports club self-regulation and control, often not properly addressing policy issues in the use of these venues. What remains is a sports scenario in which untrained or ill-equipped volunteers are placed in a situation for which they lack appropriate qualifications, and as a result, when violence occurs it escalates without resolution.

Therefore, sport violence is the use of physical force or coercion within or outside of the playing venue either directly or indirectly the result of frustration over an event associated with the playing environment. This definition includes conflicts that occur between players, but it also includes conflicts that arise from one or a combination of the following:

Case 1.1

A coach of a prominent girls gymnastics team has been preparing the competitors for their national competition. In the process of doing so, the coach extended practices to 3 hours per day on a daily basis with no days off. The national event is now 1 week away and one of the gymnasts sustains a hairline fracture of the tibia bone. Doctors recommend she rest and they place her in a portable cast for 1 week with the cast due to be taken off 1 day before the national competition. The coach knows that a decision needs to be made as to whether the gymnast will compete. If she does not compete, an alternate will be able to replace her; however, this alternate has had severe emotional problems stemming from bulimia and the coach is concerned about her stability if she competes on such short notice. If the coach selects the second alternate, it is probable that the team will lose due to consistently lower scores performed by this alternate, enough to reduce the team to second place.

If the coach has the injured gymnast compete, the team is relatively assured of a first-place win. The coach knows that the competitor will be able to withstand the stress for the competition but the coach is aware the competition may cause greater injury, thus preventing any further competition.

What would you do if you were the coach? Would you forgo an almost assured first place in the upcoming competition or would you play the gymnast knowing that would assure first place but end the career of the gymnast?

1. *Player*: One engaged in a sports experience.
2. *Coach*: Volunteer or paid leaders of sports teams.
3. *Referee/official*: Those who regulate game, contest situations.
4. *Fan/spectator*: Those who observe practices, games, or contests either in person or through media.
5. *Volunteer*: One who serves in a number of roles to help support a sports delivery system, includes helpers at events, board members, coaches, parent representatives.
6. *Administrator*: An individual or group of individuals having direct or indirect authority over the sports environment.
7. *Parent/guardian/family*: Those related to a player or players.
8. *Adult role model*: Coaches, teacher, recreation leader, athletes, or anyone who has direct or indirect influence on a player.
9. *Business associate*: One involved in investing, donating, or supporting the sport with a monetary exchange.
10. *Criminal*: One who breaks rules to the extent that they may be brought up on charges.
11. *Terrorist*: One who commits crimes for the purpose of giving exposure to a particular ideology, issue of concern, or grudge.

Table 1.1 shows some of the types of problems occurring with each category of sports participant and that have received attention by the media or been experienced through observation. These incidents have occurred with a frequency that appears to reveal the ultimate acceptance of sport violence as a part of the normal business-as-usual aspect of sport; however, penalties and concerns have been increasing, and until the social issue of sport violence is more comprehensively addressed, incidents such as these may be the cause of activities being canceled.

Regardless of the types of conflicts that occur, if there is a relationship of the violent event to the sports activity or venue or there is spillover from the same, the act is considered sport violence. Here we address the types of behaviors that can fall into the realm of sport violence:

1. *Direct injurious actions between people:* These may occur within and outside of the sports venue as a result of reactionary or intentional intent to harm or injure.
2. *Sports injury that occurs as a result of drugs, overuse, and overcoaching:* This broad category of abuses may be the result of failure to observe the problems associated with the ingestion of a wide variety of performance-related additives, or the consistent failure to observe or understand the way constant overuse in training can be harmful, particularly during certain developmental periods.
3. *Hazing and all forms of initiation activities that single out an individual or group:* Activities that tend to isolate a group of people to test loyalty to the group through a series of humiliating experiences that go on for an initiation period.
4. *Intimidation in the form of a verbal threat or the suggestion of physical injury:* The suggestion or threat of injury to psychologically impair another individual or group.
5. *Intentional sports injury:* A direct act intending to hurt another to deprive that person of continuing play. An injury that is premeditated for this purpose and not viewed as an accident.
6. *Injury as a result of improper or inappropriate overuse:* Over time the onset of injury incurred through failure to handle stress and strain in exertion. This occurs usually from someone who does not know or disregards what is best for the player, in order to win.
7. *Child abuse through threats of consequences of nonperformance according to parental expectations:* Parental pressure or that of other adults that creates a victim rather than a stable player.
8. *Fan/spectator activity:* Any activity that occurs that creates injury, damage, or interruption of game activity.
9. *Adult role model behavior that causes psychological problems:* Any issue, action, or behavior that creates fear, apprehension, or injury to another person, particularly an individual who can be manipulated or overpowered.
10. *Acts of omission that create dangerous environments:* Any failure to properly regulate activity or fix hazards that may cause injury.
11. *Political activity that creates pressure to perform and succeed:* External pressure brought on by individuals with power, responsibility, and money that creates a feeling of being threatened or coerced to succeed.

Table 1.1*Violent Episodes Committed or Experienced by Those in the Sport Environment*

Role	Incidents
1. Player	Drug use, domestic battery, weapon possession, sustaining and giving injuries, fighting, temper tantrums, illegal gambling, attacking rival player, obscene gesture, altercations, violating conduct code, sideline-clearing brawls, throwing pitches, being robbed, disorderly conduct, flagrant fouls, murder, driving while intoxicated, involved in shootings, arguing call and spitting seeds, vandalism and destruction of property, pranks, illegal dog fighting, lack of respect for referees/umpires, hazing, accidental injury, intentional injury, off-field conduct, larceny, kicking opposing player, improper on-court conduct, beamed by 90 mph ball, assault of officials
2. Coach	Brawls, harassment, sexual harassment, sexual assault, being stalked, physical assault and battery, threatened, vandalism, attacking fans, bribing autistic player to keep the child from playing three innings as required by league, criticism of official, fired over dirty play, decking opposing player, hazing, coercion of playing through injury, off-field conduct, hitting players
3. Referee/ official	Game fixing, unnecessary technical foul, baiting players, protected by French government actions, incompetence, inconsistency
4. Fan/spectator	Illegal acts, pelting players with debris, kidnapping, attacking school coach, grabbing professional player and choking, burning couches and mattresses, streaking, brawling, allowing hazing rituals, stalking, off-field conduct, bribery, intimidation of referees, death over jersey, killed by police, killed by stampede, assault, making threats, detainment of officials
5. Volunteer	Theft, hazing, hacking information from doping lab, cheerleader trampled by football team
6. Administrator	Reschedule of practices due to fires, acts of omission and commission, mismanagement, maneuvering and manipulation, permitting continuance of discrimination, making unacceptable remarks, perpetuating inequality
7. Parent/ guardian/ family	Manslaughter, beatings, permitting hazing, poisoning players, murder contract, stalking, pressure, child abuse, threatening, bribing, buying coaches, promoting inappropriate conduct, permitting inappropriate conduct
8. General citizen	Terrorism, hazing, permitting illegal acts, murder, shooting, hero, suicide of former player, killed by robbers, bombing at Olympics
9. Business associate	Trainer released from prison, shoving, rigging, making improper payments to player
10. Criminal/ terrorist	Stray bullets, using field for terrorism, threatening large gatherings of sport enthusiasts

12. *Overemphasis on winning that results in emotional contagion*: The clash of individuals in a crowded situation that results in injury or other problem.
13. *Gambling associated with sport*: Illegal activity based upon betting that causes a third-tier participant who has a stake in the outcome of a game or contest to perpetuate desperate activities that can be criminal in nature.
14. *Media reporting that influences viewers*: Broadcast or print media with a slant that causes a certain perspective or attitude in sports viewing.
15. *Sports role model performs negative activities that influence fans and viewers*: Negative actions by those who have attained celebrity status.
16. *Inappropriate sports organizational structures that promote pressurized sports involvement*: A systemic situation that promotes winning at all costs instead of a developmental approach to sport.
17. *National ideologies that fail to provide a safety net for violent occurrences*: The nationalism or identity of a nation that directly or indirectly influences the escalation of violence in sport.
18. *Sports terrorism*: Any act of exertion of power resulting in an attack that focuses on a sports environment.

This list does not tell the full picture, but it does address the way that sport violence permeates society and occurs as a result of many factors. Simply stated, what occurs in a playing event can also radiate to events outside of the environment that are attributable to the sports experience. This becomes a societal problem in that sport is a pervasive part of practically everyone, attracting players and viewers in greater number than other activities.

The Violent Sports Environment

Sports scenarios that have gained international attention include international incidents such as hooliganism during soccer games resulting in riots and deaths, youth exploitation in Thai boxing that places the player in danger due to the consequences of gambling, doping incidents in international cycling, steroid use in contact sports, the effects of concussions on later quality of life in football and boxing, a culture of violence in Canadian hockey, death by poisoning of a rival youth tennis player, fan behavior in baseball involving throwing refuse on fields and at players, sexual abuse by a doctor providing care for American gymnasts, referee injury and death, hockey dad murder, effects of postgame rioting in communities, and many other similar events.

All of these examples have occurred either on the playing site; adjacent to it; at sites associated with it such as homes, social events, and travel venues; and at sites not directly associated to it such as places where contest viewing occurs. Further, sites associated with hazing, gambling, or bullying, and gathering places for sports-viewing audiences have been places where many types of sport violence-inciting behaviors have occurred.

Young (2012) provided the way in which views of sport violence have broadened over the years from a sociological point of view (p. 7). Foundation theories of sport violence include aspects of viewing incidents:

1. *Instinct*: Instinctual or natural reaction to stimuli that generate aggressive results (Berczeller, 1967).
2. *Frustration-aggression hypothesis*: a violent effect of incidents that turn frustration into anger and resultant violence (Berkowitz, 1978).
3. *Hostile aggression*: An expression of 2. that creates directed violence as a goal and end (Berkowitz, 1993).
4. *Catharsis*: Violence as a reflex of safety value speech; a hooliganism criminal behavior (Moesch, Birrir, Schmid, & Seller, 2007).
5. *Reversal*: Athletes and spectators overconform to rules by choosing violent reactions.

The aforementioned theories are more psychological in nature and difficult to assess due to the process of determining mental processes and conditions. A person's mental state offers clearer approaches to understanding sport violence:

1. *Social learning*: Bandura (1973) "rejected the centrality of biological drives" (p. 8) by asserting that violence is a learned phenomenon.
2. *Neutralization*: Sykes and Matza (1957, 1989) noted how the conditions of program structures influenced violent behavior, by investigating actions by players and others.
3. *Violent subcultures*: Wolfgang and Ferracuti (1967) noted the way violence could erupt in centered work systems. Pro-violence subsystems can give rise to violent acts.
4. *Figurational sociology*: Elias (1994) voiced that a difference between a myriad of power relationships in communities can foment violent attitudes and resulting action.
5. *Victimology*: Elias (1986) also noted the concept of those who are perceived as victimized by power and money pressures.
6. *Sports ethic*: The concept of overconformity to the sports ethic gives rise to the question of acceptable behavior in the way athletes push beyond boundaries that seem unacceptable in sound concept (Hughes & Coakley, 1991).

Ethics in Action 1.1

You run into an old high school friend. You discuss your lives and become shocked to hear that your friend was nearly broke and worked as a part-time laborer and lived in his parents' basement. You remember him as being all state in three sports and a natural leader on the football field as your quarterback. Use a theory or topic from this book to explain why your friend is not as "successful" as you had imagined he would have been.

Instances of sport violence occur in the most basic of instructional programs all the way up to professional sport and beyond. Also, no evidence suggests that it is not confined to one group, gender, age, or culture. A series of composite examples of the more widely publicized events include the following:

1. *Girls tennis father*: Poisons fellow teammates of his daughter, one dies.
2. *Boys hockey father*: Kills coach of his son's hockey team.
3. *Girls cheerleading mother*: Pays contract to kill mother of star cheerleader.
4. *Under 12 girls baseball parents*: Barricade umpires in room after national contest.
5. *Professional player*: Illegal dog fighting operation operated from home.
6. *Olympic player*: Loses medals for illegal drug use.
7. *Fan*: Throws beer on basketball players.
8. *Volunteer coach*: Abuses player on team.
9. *Recreational player*: Decks official.
10. *Parent*: Decks coach.

Sport violence occurs in every type of active environment whether it is operated by the local recreation program or the International Olympic Committee. In fact, more instances of sport violence occur in seemingly innocuous environments such as the local playing field, gymnasium, courts, backyard, and open area, as opposed to well-publicized and highly organized sporting events and aftermaths of contests. It is a pervasive activity that strikes when least expected, even though most events are preventable in hindsight. As noted in Table 1.2, the range and depth of violent episodes are widespread and extend beyond traditional contact sports and age groups.

It appears that no sport or group is immune to the possibility of a violent event erupting within and outside of the game. The most widely publicized problems were just a tip of the iceberg, when we explored the underlying reasons why they occurred. Many of these events could have been prevented with early intervention into the underlying threats to the proper conduct of the sport.

With this in mind, the following list includes places where sport violence has occurred:

1. Site of contest, practice, preparation
2. Sites adjacent to contest, practice, preparation
3. Sites associated with sports organizations such as homes, social events, and travel venues
4. Sites not directly associated with sports venues such as home, casino, theaters, dormitories
5. Hazing sites associated with initiation activities such as locker rooms, remote areas, backyards, and parks
6. Organizational offices where meetings and preplanning are held
7. Business establishments that are gathering places for large groups of fans or viewing audiences
8. Universities
9. Anywhere

Table 1.3 lists places where incidents of sport violence have occurred. This information was collected through an analysis of news reporting over 5 years.

Table 1.2

High-Visibility Youth Sport Violence Episodes

1. Atlanta	1. Enraged mother leaps from stands and chokes teenage umpire over call.
2. Georgia	2. Shooting occurs after an argument between a coach and parent.
3. Chicago	3. Coach gives his 10-year-old football players Lasix to make weight.
4. Florida	4. Mary Pierce keeps bodyguard since 14 to protect her from father.
5. Sterling, NJ	5. Barroom-type brawl between parents during 11–12 football game.
6. Cleveland, OH	6. Father of high school soccer player punches out son’s opponents.
7. Reading, MA	7. Parent attacks coach of his son’s hockey team, coach dies.
8. Allentown, PA	8. 7-year-old flag football player caught choking members of opposing team.
9. Wilmington, DE	9. Argument between coaches and referee in 11–12 game, hospital.
10. Allentown, PA	10. 10-year-old baseball player slugs umpire who made a call against him.
11. Kansas City, MO	11. Mother of 9-year-old physically assaults opposing coach after game.
12. Florida	12. Coach breaks jaw of umpire after disputing call.
13. Texas	13. Coach breaks both arms of football player after dropped pass.
14. Charleston, WV	14. Brawl with all erupts during high school sectional soccer match.
15. Galveston, TX	15. Umpire ejects female player for cursing in coed church team after prayer.
16. Tamaqua, PA	16. Coach, also full-time police officer, offers pitcher \$2 to hit next player.
17. San Antonio, TX	17. High school basketball player gets 5 years after intentional elbow.
18. Albuquerque, NM	18. Father arrested for sharpening buckles on son’s football helmet.
19. Hamilton Township, NJ	19. Brawl over tiebreaker during 8-year-old boys soccer charity match.
20. Staten Island, NY	20. Father breaks nose of his 10-year-old’s coach with hockey stick.
21. Texas	21. Former Texas Ranger father puts referee in chokehold following dispute.
22. Pennsylvania	22. Policeman gives ticket to referee who threw him out of game.
23. Amherst, MA	23. Two soccer parents are arrested for disorderly conduct and assault.
24. Greensboro, NC	24. A mother charges the field and slaps referee, gets arrested.
25. Chicago, IL	25. 15-year-old slams opponent into boards and paralyzes him.
26. Sturgeon Bay, WI	26. Little League umpire assaulted after balk call, receives four stitches.
27. New Jersey	27. Recreational league hockey player throws skate at referee, injuring him.
28. San Diego, CA	28. Recreational league basketball official needs 21 stitches to repair cut.
29. Los Angeles, CA	29. Father receives 45 days for murder threat of son’s Little League manager.
30. Cleveland, OH	30. Soccer player kicks goalkeeper in face, fractures cheekbone.
31. Fayetteville, GA	31. Youth basketball game of 7–8-year-olds, referee slashes coach with knife.
32. Fort Worth, TX	32. Youth plants forearm to back of official’s head, sends him to his knees.
33. Albuquerque, NM	33. Player smashes aluminum bat into umpire’s face.
34. Riverside, CA	34. High school coach strikes daughter at softball game, gets felony abuse.
35. Carlsbad, CA	35. Basketball player’s teammate punches him in eye and destroys sight.
36. Cincinnati, OH	36. Ray Knight punches man after altercation at 12-year-old daughter’s game.
37. Orange, NJ	37. 16-year-old charged with inciting riot in stands with two rival-team fans.
38. Doylestown, PA	38. Father of 11-year-old wrestler sentenced 1 year for punching referee.
39. Columbus, GA	39. Father and son confront referee after wrestling match, then punch those who try to break it up. Tournament postponed 2 days.

Table 1.3*Sites Where Sport Violence Occurs*

Site	Jurisdiction
Parks	Cities
Fields	Schools, Cities, Private Business
Schools	Schools
Recreation Centers	Cities, Private Business
Bars	Private Business
Restaurants	Private Business
Streets	Cities
Churches	Nonprofit Organizations
Homes	Private Owners
Courts	Cities, Schools, Private Business
Gambling Venues	Private Enterprise
Parking Lots	Cities
Universities	State and Private Enterprise
Hotels	Private Enterprise
Alleys	Cities
Locker Rooms	Schools, Cities, Private Enterprise
Hallways	Everyone's
Everywhere	Everyone's

Key Examples

In this book, we present the reader with a myriad of examples of precursors to and actual sport violent episodes to illustrate points and provide solutions. In this chapter, we describe several representative examples to further support the contention that sport violence is a common occurrence and spans all ages, gender, cultures, locations, abilities, and sports. We have collected many personal and reported examples, and those included here are personal experiences that form the reason for this book:

1. *Stalking*: A mother of a rival teammate parks her car behind a soccer goalkeeper at a club game that her son is not enrolled in, and watches her son's rival as he plays, later reporting back to her son about what he did.
2. *Bribing*: Parents give players soccer bags during the weekend that a closely contested effort to achieve starting goalkeeper ensues between two teammate rivals, one of whom is their son.
3. *Fighting*: Two parents fight at a hockey tournament after one team wins. The fistfight involves police and arrests.

4. *Vandalism*: One teammate gets mad after practice and damages another teammate's car to the tune of over \$4,000. The perpetrator is not dismissed from the team.
5. *Abuse*: A father who is a volunteer coach for a flag football team stands over his crying son (7 years old) and kicks him to get up. This was in front of parents, spectators, and players of two teams.
6. *Injury*: In a game, a soccer player sustains a concussion that later brings on epilepsy that cannot be fully treated by medication.
7. *Anger*: Parents barricade umpires who have completed the calling of a championship fast pitch under-12 girls team. Police have to escort the umpires out.
8. *Mismanagement*: Referees fail to closely call a game that starts off with intentional injury attempts, resulting in a major fight that ends the game and yields injuries to both teams.
9. *Revenge*: Players on teams in a league focus on a hockey member of one team and attempt to injure him at every game.
10. *Manipulation*: Parents of a player are investors at a sports complex where the coach works. This results in that player gaining favored positions regardless of skill.
11. *Death*: A hockey player died after being back-checked into the boards at a league hockey game.

What Are the Issues of Concern?

As a framework for operation, this section discusses four items: ideology, reflection on society, sports ethic hubris, and societal problems. While not the only issues prevalent in sport and violence, these items provide a reasonable framework for a more in-depth discussion of other issues. It is important to understand the international perspectives prevalent in sport violence, particularly in pluralistic societies that feature many cultures, as well as in more dominant cultures within other countries. Further, according to Hardcastle (2006), the actions inherent in sport violence are causes for disenchantment, as seen in management aspects, changes in rules and regulations, consequences, and other factors.

Ideology

A country's ideology refers to "the body of doctrine, myth, belief, etc., that guides an individual, social movement, institution, class, or large group" (Flexner, 1987, p. 950). In other words, the belief systems that create a country's identity, or personality, form an ideological framework for many activities that form a cultural or sports atmosphere. One can refer to a country's cultural domain through its activities and visibility to the world. In sport, this ideological domain can vary according to the societal norms and myths ascribed to the country's personality. Essentially, that domain consists of social constructions of groups that form according to common interests in particular phenomena, in this case sport. This bonding or joining is predicated on the country's ideological

domain, hereby defined through the way that a country's citizens are influenced to participate. For example, in Mainland China, there is a high expectation that citizens will participate in daily exercise through calisthenics, tai chi, or other solitary pursuits. In that regard, one can view many citizens exercising early in the morning as a part of being influenced to meet their duty as a citizen. Part of the duty is to build individual strength, thus accomplished through the daily exercise regimen expected of all. In the United States, the major power structure is based on money and power; therefore, those who participate in sport either engage in a social structure that conforms to the norms of capitalism and individuality or rebel and become a part of a marginalized or excluded category that does not meet the social norm. Often, acts of violence are committed in schools by those who feel excluded by sports participants, ergo, those who are perceived to be "in power" and due to repeat the dominant social system that defines the United States. In other countries, that definition may vary considerably—for example, in Sweden, volunteerism and sociability are valued to such an extent that social groups form with very little instigation from anyone. These socially adept groups are willing to take considerable time to be involved in sports clubs, and they also are rewarded with a national policy that provides incentives to the clubs formed.

Of recent note, the role of China in delivering the Beijing Olympics gave the world an amazing look at the culture and ideals of this powerful nation, particularly through the delivery of the opening and closing ceremonies—the spectacular availability of over 1 million volunteers acting in unison during what appeared to be a technologically enhanced number. After the completion of the number, the people under the boxes waved. The ideology of China as one people united was palpable, with its strength revealed by this and many other demonstrations during the Olympic event.

From the ideology, government policies may develop to reflect the ideology of a particular country. In some countries, this ideological domain represents control and direction, while other countries provide a looser framework to encourage and support concepts without dictate. From governmental policy, social policy evolves as a result of describing the social interactions of groups, within and among the various socially constructed roles. These constructions further define the cultural norms of a society. According to some researchers, this social policy can be manifested in gender relations, the development of leisure norms, and the reflection of traditions of home, work, and leisure (Coalter, Allison, & Taylor, 2000; Kay, 2000; Yule, 1997). In addition, social policy supports a national policy framework (Kay, 2000). In this context, reports of misuse of sport for commercial, financial, and political gains can diminish overall goals to provide value through sport. Therefore, Coalter (1995) alluded that the value of leisure policy is to define how to address quality of life through all of the mechanisms available and to address the misuse of sport through stronger measures to mitigate its negative aspects. Some of these positives include the development of bridges across countries, as was experienced in the change of South Africa in its ending of apartheid, and also the way sport operates to deal with fairness, rules, and excellence (Keech & Houlihan, 1999). Sport may also reflect the dominant power structure, but it can also alter this through broader schemes including active living and concern for the general health and well-being of citizens. Sport, however, may also reflect the dominant society in the

creation of cultural policies of exclusion (Evans, 1999); however, policy may make provisions for general social welfare to mitigate exclusionary frameworks (Coalter, 1995).

Reflection on Society

Wilcox (1994) described sport in the United States as the “nation’s dominant system of cultural values” (p. 73). In revealing alarming trends as paramount to noting the issues, Wilcox noted that sport holds control over most people and that most young people are expected to participate. With such an expectation, sometimes athletes on college campuses play but do not succeed academically. The media also overemphasize sport and influence many who are involved with sports delivery systems.

As such, sport is a reflection on society in that it is one of the ways a country portrays its ideology and goals. Because of the highly dynamic and visible aspect of sport, its media appeal, and the sheer numbers of participants who engage in sport from the time they are in preschool through their 80s, 90s, and 100s, sports involvement depicts a culture that shows dedication, commitment, and perseverance. In the media coverage that follows, regardless of the sports skill level, everyone becomes aware of detailed accounts of sports stories regarding coaches, referees, players, and fans. Within the last decade, more stories abound that cast a shadow on sports involvement: parents killing parents, fans looking ugly, undue pressure placed on kids, cheating, stalking, intimidation, and many forms of reckless out-of-control episodes. Coverage of these event results has been extensive, and the resultant impression is that a societal issue is present.

Of course, sports are also a positive reflection on society. Of particular note, the national policy on sport in Sweden is fully based on volunteerism and the formation of clubs in which volunteer leaders engage in the development of many sports. According to the Swedish Sport Federation (2000), if you have two Swedish citizens in one room, they will form a club. Therefore, millions of volunteers are supported through the national policy to lead and accomplish sports and social goals.

Coakley (2007) noted the value of sports participation for youth as being well documented, particularly if the participation occurs “with the explicit teaching of (1) a philosophy of nonviolence, (2) respect for self and others, (3) the importance of fitness and control over self, (4) confidence in physical skills, and (5) a sense of responsibility” (p. 149).

Sport also may be based on a country’s political partisanship; for example, in Israel, immigrants who had a particular religious ideology formed the society. The institutionalization of sport also reflects that partisanship toward that ideology in the manner in which it is conducted and in the power structure that supports and retains it. With sports clubs considered as a mechanism to spread Zionism, the evolution of sport in Israel is also a recounting of historical events that developed through increased metamorphosis of Israel’s political intent. It is difficult to separate the ideology from the nature of participation in this country, and the utility of sport to demonstrate support for or disaffection with the power structure has been of paramount value to the social structure that has emerged through sports involvement.

Sports Stories 1.1

While watching the 2019 FIFA Women's World Cup with her family, our 8-year-old daughter was terrified of the commercial for the new movie *Child's Play* that showed a doll coming to life and killing people. After she shielded her eyes and the preview was done, she stated, "We need to get rid of every doll in the house" and later proceeded to not want to watch the soccer match in case the commercial came back on and we, her parents, could not block it in time. Sporting events have inappropriate commercials that are often shown in public places where parental controls and other screening attempts we could use in our house would not be an option. We have seen this even more when we watch NFL games and often wonder if the money these sponsors pay for the advertisement is worth the damage to their image with families and children.

Matty Orr, Wife of Thomas Orr, Former NCAA Hockey Player for the University of Minnesota and Current Mental Health Counselor

Sport and Hubris

Much has been written about hubris, or the ego attached to sports accomplishment. Most athletes aspiring to succeed are conditioned to a sports ethic that deals with differentiating themselves from others in the pursuit of excellence. As athletes climb the success ladder, an egocentric personality develops that tends to make individuals feel separate from the rest of the population. This often leads to athletes feeling special, above the law, and able to get away with behaviors that others would not condone.

Coakley (2007) referred to the development of this ethic as insulating the player from schoolmates, the public, and other groups to the extent that the player feels above the law. In these cases, deviant behavior can develop above and beyond that normally accepted in the sports environment. Such behavior manifests itself in many ways, from pranks gone wrong, to a sense of entitlement that may result in rape or battery, to vandalism, intentional injury, substance abuse, bullying, and other behaviors.

Societal Problems

Sport violence is not an isolated incident but one that is influenced by societal norms. It is the contention within this text that different nationalities exhibit different forms of violent sports behaviors, and some are very subtle, while others are very visible. Suffice it to note that there are examples of categories of sport violence in every developed country in the world and in developing countries influenced by the Internet and the media. Further, to the extent that sports participation represents a utilitarian purpose to promote and project a national image, political strength, or other issue, sport is seen as extremely powerful in conveying a variety of messages.

The extent to which the value of sport is seen as raising the level of a country's economical domain is well documented for those who study the Olympic Movement and

those who use sport to attract tourists to their country. In addition, sport is used as an intervention to provide youth with positive alternatives to use their time.

A Brief Tour of the World

Countries

Sport violence or violence associated with sport is commonplace in many countries, whether it is a highly developed country such as the United States or a developing country such as Kyrgyzstan. While the reasons for it may depend on the differences defined by the ideology of the country, many of the outcomes are the same—fear, hurt, disappoint, cruelty, injury, and other factors. Sport violence occurs because of a lack of regulation and out of a need to attract more viewers or improve the role of the country on the international sports scene. The following issues have been unearthed through a study of several countries and their violent sports involvement:

- *Australia:* Development of strong ties with neighborhood clubs causes strong rivalries that can result in taunting, intimidation, fights, and vandalism between rival-team fans.
- *Israel:* Close connection of sport to the ideology of Zionism creates stresses in soccer.
- *England:* Hooligans en masse create problems for overcrowded facilities.
- *United States:* Parent wars result in injury and death.
- *Thailand:* Youth Thai boxing results in exploitation and gambling.
- *Canada:* Hockey violence occurs when one player intentionally injures another.
- *South America:* Rabid fans identify with players' win-loss records to the extent that players have been killed after losing major contests.
- *South Africa:* Apartheid caused this country to be banned from international activity until it ended.
- *China:* Controversies regarding talent identification at an early age and regulatory issues involve close scrutiny from the international community.

These are but a few of the ways countries display themselves—ways that create controversy over the many positive accomplishments of the thousands of elite athletes, the millions of aspiring athletes, and the untold number of those who wish to recreate by choosing a sport or a series of sports experiences.

Regardless of the country, the aforementioned issues have been researched and entered into the media, as various incidents are cause for concern. More notably, whether these incidents go unpunished depends on the type of law enforcement that may occur.

Other countries have sports policies that may be a hardship for families and athletes. These are supportive policies; however, criticisms of the process of disseminating the policies throughout all service delivery systems include the difficulties concerning access, varying needs and interests of prospective participants, affordability, and potential exclusion of major groups.

Policy Approaches

The study of policy development has occurred in Europe and the United States. Much of the study was initiated through Trim And Fitness International Sport for All Association (now The Association For International Sport for All), which contains all Olympic organizations that also participate in a Sport for All principle. Heralded by Pierre de Coubertin in the early 1900s, Sport for All did not develop fully until the 1984 Olympics in Los Angeles, California, with the start of the Sport for All Symposium. This symposium featured reports from those who advocated for sports opportunities for all citizens. Funding mechanisms, stimulated initially by national and international competition, were used in the development of a more rounded base of sport in each participating country. These participatory programs have been designed to reach the grassroots of society, to identify those excluded from sports participation, and to encourage increases in sports and fitness activity through various programs. Referred to as *desportes para tous*, *le sport pour tous*, Aussie sport, and other names, these programs have grown in each nation due to the development and expansion of policy guided by research, strategic planning, and campaigns. Throughout this text, we make many references to these programs; however, we share a few examples here to note the scope and range of programs on each continent:

- *Australia*: Active Australia features ways that governmental, educational, and club sports thrive in each state and locale.
- *Scotland*: Sports councils effected through governmental funding provide local programs for all ages.
- *Sweden*: Sports federations are assisted by governmental funds to fuel a giant volunteer network that provides leadership for sports and social exchange.
- *South Africa*: A white paper in the mid-1990s gave way to a trust to fund sports programs as a result of the ending of apartheid. Given 5 years to enact total integration of sport between Blacks and Whites, this policy helped to reintroduce South Africa to international sports competition.
- *Singapore*: Sports councils provided through the government enact programs for the public through a philosophy of if there is a solid base of activity, there will be eventual sports prowess on the international scene.
- *Canada*: Active Canada, enabled through the government, is delivered through each province to local organizations. This program features specific campaigns to help Canadians become more active and healthy.

The Association For International Sport for All has over 150 countries involved in Sport for All projects; however, this sample shows the range and breadth of potential sports influence nationally and internationally.

Policy development. Government policies vary country to country; however, in several studies, one can see commonalities (DaCosta & Miragaya, 2002; Houlihan, 1997; Jamieson & Pan, 2000). Through comparative analysis, it has been found that policy emphasizes traditional sport, excluded populations that need additional support, overall fitness measures of the population, cultural norms to be protected, venues through which sports and fitness efforts may be delivered, issues with training and funding,

outcome assessment, and concerns with deviance such as drugs, violence, gambling, and other mitigation. We make references to such policy throughout the text to note the international efforts and specific problems in each country with respect to violence in sport.

Where organizations fit in. Each country has a network of organizations that provide for sport. While each country varies in its approach, the mention of typical organizations will be helpful when such are referred to throughout the text. These organizations may vary in type and configuration in an organizational chart, but the process of what they do is similar throughout the world.

National governing organizations. In most countries, national governing organizations represent a particular sport or a combination of sports efforts. These organizations provide specific regulatory controls over a sport, contribute to the betterment of sport, and address concerns with respect to the development of programs and events for aspiring and accomplished sports participants. Organizations in developing countries often aim to introduce general and specific sports experiences in a country, whereas developed countries have sport-specific organizations that form a federation for general sports policy.

National. Ministries of sport, education, tourism, environment, and other nomenclature initiate national policy to govern the country in a continuum that ranges from flexible to directed mechanisms. Depending upon the ideological organization of the country, these ministries coordinate activities that lead to policy development and strategic direction for the country. Working through two to three levels of government, policy is influenced through top down or bottom up approaches or both.

Provincial/state. A second level of government exists as a state or province or district. This level contributes to the development of regional policy, influences national policy, and has more specific direction for local policy.

Local leisure service delivery. Sports and leisure service delivery occurs at the local level. Through this mechanism, often consisting of a network of public, private, and commercial operations that provide a framework of educational, governmental, and club activities, national and regional policies are reflected in part depending upon the comprehensiveness of the organization.

Main Trends in Current Research Inquiry

Research trends in sport violence vary widely from nation to nation, culture to culture, and region to region. From a global perspective, sports are analyzed and researched from many theoretical perspectives covering the players' experiences from start to completion in specific sports and, generally, the role of officiating, fans or spectator interactions, spillover effects that lead to violence in the wider culture, analysis of sports injury and effects on rule basis, and family dynamics around sport. In addition, certain general theoretical perspectives have been revealed in the study of the nature of violence in society, such as violence in schools, violence in communities such as gang violence, and terrorism, because it affects soft targets in venues. To more fully describe the forces leading to sport violence, we present and analyze the following case study according to key research areas.

Case Study 1.2

Canadian Hockey is embedded in the culture of this nation. More recently, lower participation among children in junior hockey, increased skepticism about the role of fighting in the game, and increased research showing the long-term effects of concussions and other injuries have led to calls to change the game and improve the safety of play. At the core of the problem may be the fanaticism whereby viewers of hockey expect an entertaining experience and like the fighting that regularly ensues during the game regardless of whether it is an NHL game or junior competition. This interest is fueled by media sensationalism and supported by no change in rules or tradition in the history of the Canadian Hockey League. On the other hand, the Canadian Medical Association has published research that outlines the long-term problems associated with head trauma that follows players into their lives long after quitting hockey. While interest in entertainment runs high, so does increasing concern that the reported drop in junior players and the rise of injury will eventually result in major changes on the hockey scene. Other than debate and no change, what needs to be accomplished to increase the role of safety in hockey and decrease the concerns coming from those increasingly affected by sports injury and ceasing participation? This question applies to the role of the national ministry, administrators of sports programs, league officials, coaches, players, volunteers, and other tangential interests that support the current situation. Can these entities come together to resolve this problem?

Background Research to Support Case Study Solutions

Solving a major national problem such as the one stated requires an understanding of the research that is currently available and credible for study. Credible research exists in two main categories: sociological aspects influencing sport violence and psychological effects of sport violence. In addition, several studies have specifically examined the nature of Canadian sport, particularly hockey. Therefore, we reference the case study when appropriate to summarize what appears to be credible in this case and what is followed generally in sport.

Sociological Influences on Sport Violence

In Canada, the sport of hockey forms a major subculture that possesses its own rituals, actions, and issues. Within the hockey subculture, fighting is part of the game. Injuries resulting from fighting in hockey are not taken as seriously as injuries resulting from fights that occur outside of the sports realm. The sports ethic in hockey includes fighting, and eliminating fighting would be a major change, according to fans, players, and hockey administrators. Examples of research about a few of the rituals include lan-

guage and ritual of sport, the role of access and diversity, the football ritual in the United States, and the role of deviance.

Language and ritual of sport. Researchers have studied the language of sport and its relevance to war, sex, and violence (Segrave, 1997). War and warrior mentality references also support the role of fighting in hockey as a part of cultural development and coming of age. This language also carries over into the corporate community in terms of competition, team development, and fight mentality. In Canada, the fight represents the pre-violent nature of the sport, and this is inculcated in the culture. Stepping away from fighting means, to some, diluting the intensity enjoyed by players and fans alike.

The role of access and diversity. Much research has been concerned with those who have unfettered access to sport and those who do not. These research studies (Coalter, 1998; Evans, 1999; Government of Canada, 2005; Kay, 2000) have described the challenges of the underserved either due to discrimination directed toward gender, race, ethnic origin, sexual orientation, religion, socioeconomic class, age, and other biases. This category also includes several studies regarding masculinization and feminization in sport, classifying physical attributes and modifications, approaches to sports delivery, and rule development (Shields, 1999; Theberge, 1989; Welch, 1997). In the case of Canadian hockey, regional differences in the provision of hockey opportunity may cause challenges for certain groups to participate such as women, people with disabilities, and native populations that are isolated from facilities.

Great American football ritual. Foley (1990) took a qualitative approach to studying football in Texas. He followed a football season from preliminary practices to the end of the season and found the subculture that surrounds football in a selected setting demonstrates the rituals, practices, and roles of players and coaches, schools, bands, cheerleaders, the business community, residents, and other ancillary groups. The manner in which the town geared up for the big game and in which these groups interacted is similar and very indicative of hockey in Canada. The existence of the power structure that drives football in Texas, the pressurized environment, and the strength of the sports ethic intertwine to produce a highly frenzied environment with the potential to give rise to violent episodes both on and off the field. Findings included the role of the power structure in defining who benefited from this cultural ritual in terms of power and money and what groups remained on the sidelines in the football experience. Thus, the wider business community, the supporters of the sport of football, and other community members not directly associated with football may benefit from the weekly competition during the football season. It can, therefore, be noted that all sports experiences may yield power and exclusiveness or can be an all-inclusive experience for those who share interests in viewing, participating, and contributing to the ritual.

Deviance. When defining the role of the athlete and the sports ethic, Hughes and Coakley (1991) introduced the concept of positive deviance pertaining to athletes who adhered to the sports ethic at greater levels. In overconforming to this ethic, athletes took actions that were not within the rules but were somehow acceptable to the sports environment yet may not have been acceptable in general society. Pushing the boundaries of correct and incorrect behavior in competition was viewed to be acceptable to sports players and personnel, and this could possibly explain how sports engagement can escalate into violence.

Sports Stories 1.2

I grew up in an all-Black neighborhood where everyone knew everyone. We all attended the same schools and we all played on the same sports teams. Our coach would be someone we knew from our community or it would be someone from another neighborhood who probably knew someone from our community. I had been playing sports for the recreation center since I was 7 years old and had the same coach all the way until I was 12. One day my coach had gotten arrested, and the manager of the recreation center brought in two Caucasian males to be our coaches. One day at practice, one of my friends and one of the coaches got into an argument because of some name-calling. The coach told my friend to leave; however, he did not want to, so he decided he was going to take matters into his own hands. He took off his helmet and hit the coach in his knee. At this time, the coaches called off practice and went to file a report to the recreation center. After that day, we never saw the coaches again and we could not finish the season.

Rayshun Calhoun, Former Sport Violence Student of Thomas Orr and Indiana Hoosier Football Player

Psychological Effects of Sports Involvement

Youth and sport developmental characteristics. Research on how a person develops psychologically, physically, emotionally, intellectually, and spiritually has provided direction to educational attainment in schools, communities, and lifestyles. Great attention to the dissemination of these research findings and use of these can assist sports organizations in ensuring that players are playing at a developmentally appropriate level, regardless of age. This allows for best practices and decisions to be made about when a player should specialize in a sport and when a player should enter into a sports experience, thus preventing burnout and overspecialization, which can affect participation and injury rates. Higher injury rates may lead to player frustration and result in more aggressive and violent outcomes either through revenge-seeking behavior or intentional injury efforts for the purpose of winning.

Behavioral issues. As individual sports participants grow, they are surrounded with many important maturation experiences. Research into the effects of sport on these maturational stages has been conducted and involves self-esteem, judgment, attitude, competitive nature, emotion, and many other facets. Gilbert (1988) examined the relationship of competition to some of these factors, noting that all life is not sport and the experience of winning and losing is educational in itself. Further, the role of competition may be overemphasized against the backdrop of cooperation, teamwork, and other facets that tend to assist players in lifelong maturation. Further, Bredemeier, Weiss, Shields, and Cooper (1987) examined how children in sports deal with moral reasoning and aggression tendencies, noting the balancing act that many experience when faced

with a choice to act out aggressively or make choices based on a growing moral code. As well, Nixon (1997) studied aggressive behavior in relation to sports participants carrying aggression beyond the sports environment and displaying this at home in the form of domestic violence or at school in the form of bullying behaviors. The role of the frustration–anger–aggression–violence cycle has often explained sports behavior; however, less research exists about how a person chooses this cycle over other ways sports participants deal with frustration in terms of walking away, quitting, or redirecting into other means to solve the conflict.

Sports injury and medical profession concerns. Many clinical studies have examined concussions, injury rates, and other effects resulting from sports participation (Department of Hockey Analytics, 2016; Gatehouse, 2013; Kale, 2012; Ornon, Fritschy, Ziltener, & Menetrey, 2011; Picard, 2017). In hockey, as in other contact sports, evaluation of concussions is occurring sooner, and efforts to minimize long-term effects has given rise to medical recommendations to change fighting and other actions in sport. In addition, the effects of heat, storms, rain, snow, and other environmental conditions has been examined and resulted in recommended changes in sports delivery.

Managerial research. Finally, the question of how to manage sports delivery has been the topic of many researchers (Barnett, Smoll, & Smith, 1992; Lance, Ross, & Houck, 1998; Mundy, 1997; Parks et al., 2010; Steelman, 1995; Witt, Crompton, & Baker, 1995). In hockey, the management of ice time, facilities, officiating, team development, and training of staff and volunteers has been reviewed with only partial success. Hockey remains a violent sport replete with incidents of injury and criminality that plague the sport. Historically, in Canada, administrators have been reticent to impose changes in the rules and governance of hockey. Since the early 20th century, there has been virtually no change in the foundation of management of this sport (Infocom Canada, 2003). Concerns about hockey as a dangerous game continue, but the strong history and ritual around the sport continue. It is evident that changes need to be made to encourage young players to get involved in a safer game (Therian, 2010).

Outcome of this analysis. In the research related to sport, hockey in particular, it is evident that more research is needed to support change in rules, delivery, and attitudes of those engaged in play and those involved in managing either multisport programs or singular sport development. Change is needed at all levels of sport, and greater coordination is needed for improvement of safety and training. In the end, greater attention to management issues, player safety and enjoyment, and developmental concerns will lead to solidly run sports programs and less violent approaches.

Canadian Case Study Relevance

Debates about whether there should be fighting in hockey (The Canadian Press, 2013; Department of Hockey Analytics, 2016; Derrick, 2017; Duy, 2018; Haisken-DeNew & Vorell, 2008; Hockey Fights, n.d.; Hrubby, Stevens, & Simpson, 2012; Hume, 2013; Infocom Canada, 2003; Kissick, 2007) are raging in Canada. This debate harks back to the strength of law enforcement in society, the role of Mounties, social trends in Canada, and effects of viewing hockey fights on viewers (Acker, Tator, & Snider, 2012;

Bishop, 2017; Clark, n.d.; Hume, 2013; Klein, 2011; Martin, n.d.; Norman, 2018; Redlitz, 2014; Restrepo, 2015).

What We Do Not Know and What We Need to Know

In general, extending and deepening the research that already has been accomplished is important. For example, meta-analyses of replicated studies, continued replication of studies that seem promising, and extension of theoretical perspectives should continue.

More specifically, the literature supports the notion of improving safety in all aspects of sports delivery to avoid injury, both physical and psychological, that results in player attrition. In addition, research about creating an environment that is less pressurized and more fun is compelling, as sports organizations seek to improve teaching and training methods that adhere to sound developmental approaches and encourage the right age for a person to start engaging in a sport. It remains a challenge, however, to shift cultural norms from an entertainment orientation to a deeper and more satisfying quality of play. To this end, more research is needed in four major areas of sport: sports organizational mission and outcome effectiveness; managerial aspects in the governance of sport from local through international levels; training and development studies to determine best practices for administrators, paid sports personnel, coaches, volunteers, parents and guardians, and ancillary personnel; and proactive legal constraints to mitigate violence in sport.

Epidemiological studies to elicit causal factors of sport violence. Much reporting of sport violence is replete with anecdotes and opinions; however, research could glean important preliminary factors that lead up to a violent episode. Further research involving the frustration–anger–aggression–violence continuum could identify key factors that are prevalent and address these. Also, weighing the changes over time in certain violent episodes could foster changes in policies and processes in sports delivery. Jamieson (2017) discussed the probable factors that could be researched in the study of causes of sport violence and these include psychological, physical, and cultural areas.

There Is a Solution

Before embarking on the process for solving a pernicious problem, one can draw on the following anonymous aphorisms provided in the *Speaker's Lifetime Library*:

Violence is self-destructive.

Violence is as American as apple pie.

Don't start a fight if you're not prepared to finish it.

Violence on behalf of the right side can make it the wrong side.

People who live in glass houses shouldn't throw stones.

When there is an epidemic of violence, nobody can consider him/her immune.

(Spinrad & Spinrad, 1979, p. 239)

With this in mind, we address not only the process and root causes of sport violence but also, more important, the solutions that must be explored and whether the problem of sport violence is correctable. This text focuses on three major areas that can be taught in a classroom: management, training, and the role of sport. Our mission is not only to correct the problem through improved curriculum and educational processes but also to raise the awareness of participants, viewers, and related groups as to their responsibility in mitigating violent episodes that they witness during their roles as players, officials, administrators, spectators, role models, coaches, volunteers, and media personnel, among other roles.

Management of the Sports Environment

The dynamics of sport are such that specific managerial roles must be present. We contend that most issues of sport violence may be contained through proper management of the sports environment.

Whether it is facility security, parent education, referee orientation, rule development, selection of staffing, sports development, or program organization, legal issues can point to lack of appropriate supervision, facility hazards, inadequate control, and other factors that can cause a situation to erupt.

Training

In all cases regarding violent episodes, lack of training has been a key to the escalation of sport violence. It can start with parental influences that are based on ignorance or with adult role models who are not aware of the intricacies of sports development. It can also include gaps in administrative development for dealing with volunteers and pressure groups, and it can entail a political lack of awareness of the issues at hand. Regardless of the levels of training needed, a more enlightened process is indicated.

The theme throughout this text includes the need for specific training that starts with community education and ends with professional development of those associated with a sports environment.

Rethinking the Role of Sport

Starting with the contention that no sports experience is worthwhile if it contains the elements of sport violence that exist today, it is time to rethink the role of sport in society. Regardless of nation, sport is a dominant feature within society—it reflects the nature of a populace and it defeats efforts to improve national image when it exists.

Toward Policy: An Integrated Approach

A government enacts a policy to respond to issues that need control or direction. A policy may occur at any level or jurisdiction; however, every country has established national policy on many matters. In the sports world, over 100 countries have some national policy on sport, leisure, tourism, health, and environment. Those that do not

are often developing countries without the need to direct intervention for this portion of citizens' activities. One of the most highly developed countries, the United States, does not have a central policy on sport; however, it has a loosely coupled system that includes Olympic development, regulatory bodies for colleges and universities, regulatory bodies for secondary schools, and individual sports regulatory bodies that affect the offering of sport on the community level. All of these groups interact in some way in a fragmented system that often results in violent acts.

As noted, government policies develop as a result of the ideology of a particular cultural perspective. Many sports policies have been influenced by the Olympic ideological domain and not the needs of a particular populace. In some countries, this ideological domain represents control and direction, while in others it is a looser framework provided to encourage and support those concepts without dictate. Regardless of how a country rules, a sports and leisure policy that encompasses national well-being, traditions, and excellence is important. A policy that integrates all sports efforts will be more effective than one that is a series of fragmented organizations looking out for special interest. This text stresses ways that those who read it may change their way of thinking and become involved in an important movement for change. Policy development is important for socialized culture and the way it plays out in the social constructions of sport, leisure lifestyle, work, education, and many other parts of daily living. By tracking how people interact, one can discern how the culture may benefit from a structure that facilitates and enables maximum enjoyment and aspirations. The effect of a change in social policy, ergo, the end of apartheid in South Africa, opened many doors for both Blacks and Whites who were restricted under the old system. These changes manifested most visibly in sports participation and the opening of new doors to excellence and accomplishment, as well as in health.

To effect policy, a country must study the issues of concern such as needs of the citizens, goals of the government with regard to national pride, sports infrastructure that exists and is further needed. Major studies, organizational coordination, and local service review must occur for the delivery of coordinated sports services. Often, policy development of this kind takes years to effect; however, in some countries, it has been accomplished in less than 5 years, as in the country of South Africa. This country ended apartheid and set on a 5-year course to restructure sports and sports education delivery completely to be inclusive of all parts of the newly merged power structure. The country succeeded in developing an impressive system between 1995 and 2000. Table 1.4 depicts how many types of organizations influence the delivery of sports programs by noting the key purposes of each entity.

Toward Change in Family Dynamics

It would be irresponsible to omit a key causal concern that affects the sport violence continuum: the way children are brought up in this world. The parent, regardless of country, is a child's most singular influence. Enlightened parents who can effect a positive environment and be a positive role model with sports involvement are key to

Table 1.4
Organizations Influencing Sport Programs

Organization	Sport purpose
Public	Provides for all
Private Not for Profit	Provides for membership and paying individuals
Private for Profit	Provides for membership and paying members
Schools	Provide education for all
Others	Use many of the facilities owned by those above

changing the unfortunate sports situation today. No amount of exploitation of children will be effective if parents have a good grasp on what is important to their children. Parents are the key to the future of a safer environment. This social issue will change if parent and adult role models want change; furthermore, change will be effected with improved adult education that starts with parenting skills, volunteerism, professional development, and policy support.

Summary

Sport violence is prevalent in every country and violent episodes have been caused by many factors inside and outside of the sports environment; however, sound managerial approaches that focus on safe and enjoyable programs may offset and eventually eradicate sport violence and its attendant consequences. Research has shown that both sociological and psychological factors contribute to the level of violence in a country, the level of violence in a sport, and a society’s view of its sports involvement. Violence has been prevalent in sports environments through history; however, in contemporary society, the administrator within sports organizations may exert strong influence over policy and process to ensure the safe management of all sports with emphasis on skill development and fun.

Violence in sport, while prevalent, is not the only entertaining aspect of sport. Sports competencies, the development of excellence in sport, a straighter path for all who wish to pursue sport, a more inclusive environment, and sound management of the sports experience by organizations vested with this responsibility are all factors that can mitigate violence.

Further, what happens in families is key to the development of a sound approach to sports involvement. This involves a strong educational effort to prepare families for sports involvement, addressing economic factors, response to the pressurized environment, and dealing with competition. The family investment of funds and time is a major issue that adds pressure to those who play. Helping parents negotiate the decisions to participate in expensive programs may alleviate family frustration and pressure.

In sum, the sports organization and the family environment are areas in which less research has been conducted, but these factors are interdependent and essential to a participant's early success in sport. Without these strong foundations, violence and other forms of aggression will continue to feed a decline in more violent sports involvement and the disappointing factors prevalent in sports participation today.

In introducing the world of sport violence, this chapter notes the key factors of defining terms and identifying ways sport violence manifests itself as a social problem in contemporary society. Although sport violence existed in the early history of most nations, its visibility and those who perpetrate it are different today. Much of this involves parents and adult role models who mimic the actions of coaches and other accomplished sports leaders, in addition to the extreme pressure placed on youth to perform well. Indeed, the overemphasis on sport, started at an earlier and earlier age, can become a tragedy that results all too often in broken hearts, broken dreams, and broken families.

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